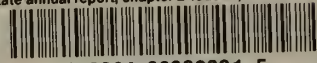


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(406) 444-3095

Nancy Keenan
Superintendent

December 16, 1994

Harold Chambers
Documents Librarian
State Library
PO Box 201800
Helena, MT 59620-1800

Dear Mr. Chambers:

Enclosed is a copy of the ESEA Chapter 2 Final Report for the 1993-94 school year.

If you have questions, you may contact me between 8:00 a.m. and noon at 444-4317.

Sincerely,



Kathleen Mollohan
Chapter 2 Specialist

STATE DOCUMENTS COLLECTION

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U.S. Department of Education

STATE ANNUAL REPORT

CHAPTER 2 - FEDERAL, STATE, AND LOCAL
PARTNERSHIP FOR EDUCATIONAL IMPROVEMENT

Public reporting burden for this collection of information is estimated to vary from 3 (LEAS) to 20 (SEAS) hours per response, with an average of 3.1 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project, 1810-0549, Washington, D.C. 20503.

Any state which desires to receive grants under this chapter shall submit to the Secretary an application which provides for an annual submission of data on the use of funds, the types of services furnished, and the students served under this chapter. (Section 1522(a)(5)(A) of Title I of ESEA). The State has the option to use this model to report the data required by statute, or to provide these data to ED through other means.

SCHOOL YEAR 1993-94Montana Office of Public Instruction

NAME OF STATE EDUCATIONAL AGENCY (SEA) OFFICE OR UNIT SUBMITTING THIS REPORT

PO Box 202501, Helena, Montana 59620-2501

ADDRESS (INCLUDE NUMBER, STREET, CITY, STATE, AND ZIP CODE)

NAME OF PERSON TO BE CONTACTED ABOUT THIS REPORT

TITLE

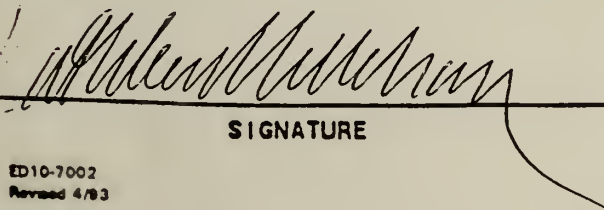
Kathleen MollohanChapter 2 Specialist

CONTACTS TELEPHONE NUMBER (AREA CODE NUMBER AND EXTENSION)

(406) 444-4317INFORMATION, COMMENTS, AND RECOMMENDATIONS ON SOURCES OF DATA, METHODS OF
SECURING AND COMPILING DATA, AND RECOMMENDATIONS FOR FUTURE STATE REPORTS

CERTIFICATION

THIS REPORT CONTAINS THE MOST ACCURATE DATA AVAILABLE TO THIS SEA.


SIGNATUREChapter 2 Specialist

TITLE

12/16/94

DATE

PART I. BASIC INFORMATION

Montana

STATE NAME

For the period covered by this report:

- | | |
|---|------------|
| A. Give the number of Local educational agencies (LEAs) receiving Chapter 2 funds | <u>462</u> |
| B. Give the number of LEAs which allocated funds generated by the presence of children whose education entails a higher than average cost to schools enrolling those children | <u>377</u> |
| C. Give the number of private schools receiving Chapter 2 services for their students | <u>58</u> |

PART II, Chapter 2 Use of Funds

For the period covered by this report:

A. Give the amount of STATE Chapter 2 funds budgeted for each of the following program purposes:

		Amount Budgeted	
		Public	Non-Public
1. Programs to serve students at risk whose education entails higher than average cost	1	\$ 7,927	\$
2. Programs to acquire and use:	2a	\$ 7,928	\$
a. Library Materials	b	15,854	
b. Computer Software/Hardware	c	15,854	
c. Other Instructional/Educational Materials			
3. Innovative programs:	3a	\$	\$
a. Schoolwide Improvement	b	166,620	
b. Effective schools programs			
4. Programs of training and professional development of teachers, librarians, school counselors, other pupil services personnel, administrators, school board members	4	\$ 84,558	\$
5. Training programs to enhance the ability of teachers and school counselors to identify students who may be at risk of illiteracy in their adult years	5	\$	\$
6. Programs to enhance personal excellence and student achievement including:	6a		
a. Ethics	b	10,570	
b. Performing & creative Arts	c		
c. Humanities	d		
d. Physical fitness	e		
e. Comprehensive Health Education	f		
f. Community Service	g		
g. Other (Specify)		\$	\$
7. Programs to enhance school climate and educational programs including:	7a	10,570	
a. Gifted & Talented Programs	b		
b. Technology Education	c		
c. Early Childhood Education	d		
d. Community Education	e	7,927	
e. Youth Suicide Prevention	f		
f. Other (Specify)			
8. Administration of the Chapter 2 Program	8	\$ 102,167.88	\$

B. Give the amount of LOCAL Chapter 2 funds budgeted for each of the following program purposes:

Amount Budgeted
Public Non-Public

1. Programs to serve students at risk whose education entails higher than average cost
2. Programs to acquire and use:
 - a. Library Materials
 - b. Computer Software/Hardware
 - c. Other Instructional/Educational Materials
3. Innovative programs:
 - a. Schoolwide Improvement
 - b. Effective schools programs
4. Programs of training and professional development of teachers, librarians, school counselors, other pupil services personnel, administrators, school board members
5. Training programs to enhance the ability of teachers and school counselors to identify students who may be at risk of illiteracy in their adult years
6. Programs to enhance personal excellence and student achievement including:
 - a. Ethics
 - b. Performing & creative Arts
 - c. Humanities
 - d. Physical fitness
 - e. Comprehensive Health Education
 - f. Community Service
 - g. Other (Specify)
7. Programs to enhance school climate and educational programs including:
 - a. Gifted & Talented Programs
 - b. Technology Education
 - c. Early Childhood Education
 - d. Community Education
 - e. Youth Suicide Prevention
 - f. Other (Specify)
8. Administration of the Chapter 2 Program

1	\$ 138,009	\$ 3,268
2a	\$ 210,435	\$ 20,634
b	356,381	14,621
c	101,131	10,029
3a	\$ 167,730	\$ 978
b	145,775	-0-
4	\$ 454,447	\$ 5,273
5	\$ 642	\$ -0-
6a	-0-	23
b	24,565	1,067
c	-0-	72
d	5,072	97
e	5,475	-0-
f	-0-	-0-
g	13,311	-0-
7a	\$ 40,727	\$ 176
b	42,831	-0-
c	879	605
d	3,167	-0-
e	-0-	-0-
f	18,404	285
8	\$ -0-	\$ -0-

PART III, Types of Chapter 2 Services Furnished

For the period covered by this report:

- A. Give the number of Chapter 2 student participants in local Chapter 2 projects by type of service and public/nonpublic designation. For training programs give the number of participating staff.

SEE ATTACHED

PARTICIPANTS Public Non-Public

1. Programs to serve students at risk whose education entails higher than average cost

2. Programs to acquire and use:
 - a. Library Materials
 - b. Computer Software/Hardware
 - c. Other Instructional/Educational Materials

3. Innovative programs:
 - a. Schoolwide Improvement
 - b. Effective schools programs

4. Programs of training and professional development of teachers, librarians, school counselors, other pupil services personnel, administrators, school board members

5. Training programs to enhance the ability of teachers and school counselors to identify students who may be at risk of illiteracy in their adult years

6. Programs to enhance personal excellence and student achievement including:
 - a. Ethics
 - b. Performing & creative Arts
 - c. Humanities
 - d. Physical fitness
 - e. Comprehensive Health Education
 - f. Community Service
 - g. Other (Specify)

7. Programs to enhance school climate and educational programs including:
 - a. Gifted & Talented Programs
 - b. Technology Education
 - c. Early Childhood Education
 - d. Community Education
 - e. Youth Suicide Prevention
 - f. Other (Specify)

	TOT'L	PRE-K	ELEM	SEC	TOT'L	PRE-K	ELEM	SEC
1								
2a								
b								
c								
3a								
b								
4								
5								
6a								
b								
c								
d								
e								
f								
g								
7a								
b								
c								
d								
e								
f								

	PUBLIC		NONPUB	
	ELEM	SEC	ELEM	SEC
1.	4953	1636	333	208
2a.	29586	9111	1405	468
2b.	30618	9914	543	342
2c.	14196	3910	1203	192
3a.	13663	6355	130	-0-
3b.	6698	2496	-0-	-0-
4.	9307	3473	33	5
5.	35	-0-	-0-	-0-
6a.	647	352	-0-	-0-
6b.	4976	508	346	9
6c.	-0-	-0-	20	42
6d.	395	-0-	-0-	-0-
6e.	392	32	-0-	-0-
6f.	-0-	-0-	-0-	-0-
6g.	550	191	-0-	-0-
7a.	1828	335	-0-	-0-
7b.	111	1658	-0-	-0-
7c.	32	8	-0-	-0-
7d.	313	183	-0-	-0-
7e.	-0-	-0-	-0-	-0-
7f.	1007	327	-0-	-0-

Date		Place		Remarks
Month	Day	City	State	
Jan	1	St. Louis	Mo.	Arrived at 10:00 AM
Jan	2	St. Louis	Mo.	Left at 10:00 AM
Jan	3	St. Louis	Mo.	Left at 10:00 AM
Jan	4	St. Louis	Mo.	Left at 10:00 AM
Jan	5	St. Louis	Mo.	Left at 10:00 AM
Jan	6	St. Louis	Mo.	Left at 10:00 AM
Jan	7	St. Louis	Mo.	Left at 10:00 AM
Jan	8	St. Louis	Mo.	Left at 10:00 AM
Jan	9	St. Louis	Mo.	Left at 10:00 AM
Jan	10	St. Louis	Mo.	Left at 10:00 AM
Jan	11	St. Louis	Mo.	Left at 10:00 AM
Jan	12	St. Louis	Mo.	Left at 10:00 AM
Jan	13	St. Louis	Mo.	Left at 10:00 AM
Jan	14	St. Louis	Mo.	Left at 10:00 AM
Jan	15	St. Louis	Mo.	Left at 10:00 AM
Jan	16	St. Louis	Mo.	Left at 10:00 AM
Jan	17	St. Louis	Mo.	Left at 10:00 AM
Jan	18	St. Louis	Mo.	Left at 10:00 AM
Jan	19	St. Louis	Mo.	Left at 10:00 AM
Jan	20	St. Louis	Mo.	Left at 10:00 AM
Jan	21	St. Louis	Mo.	Left at 10:00 AM
Jan	22	St. Louis	Mo.	Left at 10:00 AM
Jan	23	St. Louis	Mo.	Left at 10:00 AM
Jan	24	St. Louis	Mo.	Left at 10:00 AM
Jan	25	St. Louis	Mo.	Left at 10:00 AM
Jan	26	St. Louis	Mo.	Left at 10:00 AM
Jan	27	St. Louis	Mo.	Left at 10:00 AM
Jan	28	St. Louis	Mo.	Left at 10:00 AM
Jan	29	St. Louis	Mo.	Left at 10:00 AM
Jan	30	St. Louis	Mo.	Left at 10:00 AM
Jan	31	St. Louis	Mo.	Left at 10:00 AM

B. Give the number of participating DISTRICTS by type of service and enrollment size

Number of Districts with enrollment sizes:

1. Programs to serve students at risk whose education entails higher than average cost
2. Programs to acquire and use:
 - a. Library Materials
 - b. Computer Software/Hardware
 - c. Other Instructions/Educational Materials
3. Innovative programs:
 - a. Schoolwide Improvement
 - b. Effective schools programs
4. Programs of training and professional development of teachers, librarians, school counselors, other pupil services personnel, administrators, school board members
5. Training programs to enhance the ability of teachers and school counselors to identify students who may be at risk of illiteracy in their adult years
6. Programs to enhance personal excellence and student achievement including:
 - a. Ethics
 - b. Performing & creative Arts
 - c. Humanities
 - d. Physical fitness
 - e. Comprehensive Health Education
 - f. Community Service
 - g. Other (Specify)
7. Programs to enhance school climate and educational programs including:
 - a. Gifted & Talented Programs
 - b. Technology Education
 - c. Early Childhood Education
 - d. Community Education
 - e. Youth Suicide Prevention
 - f. Other (Specify)

	below 600	600- 2400	2500- 10000	10000- 25000	25000 & over
1	35	9	3	0	0
2a	159	16	6	0	0
b	197	16	6	0	0
c	95	14	2	0	0
3a	45	7	3	0	0
b	7	0	1	1	0
4	88	31	7	0	0
5	1	0	0	0	0
6a	1	0	0	0	0
b	55	3	0	0	0
c	1	0	0	0	0
d	15	0	0	0	0
e	5	0	0	0	0
f	0	0	0	0	0
g	4	1	1	0	0
7a	18	5	0	0	0
b	2	0	1	1	0
c	4	0	0	0	0
d	1	1	0	0	0
e	0	0	0	0	0
f	8	4	0	0	0

C. Attach descriptions of some Chapter 2 Local and/or State projects including any evidence of effectiveness (optional)

D. Give the number of staff supported by LOCAL Chapter 2 funds.
Report In Full-Time Equivalents (FTEs) by Job Classification

1. Job Classification

- a. Administrators (non-clerical)
- b. Teachers
- c. Teacher Aides
- d. Staff Providing Supporting Services (non-clerical)
- e. Clerical Staff
- f. Other (Specify)

FTEs

1	
a	0
b	0
c	0.5
d	4.0
e	0
f	1.3

E. Give the number of staff supported by STATE Chapter 2 funds.
Report In FTEs by Job Classification

1. Job Classification: Chapter 2 Administration

- a. Professional Staff
- b. Support Staff (non-clerical)
- c. Clerical Staff
- d. Other (Specify)

FTEs

1	
a	0.5
b	0.75
c	0.75
d	-0-

2. Job Classification: Chapter 2 Technical Assistance

- a. Professional Staff
- b. Support Staff (non-clerical)
- c. Clerical Staff
- d. Other (Specify)

FTEs

2	
a	4.45
b	0.30
c	1.15
d	-0-

F. Give the number of FTE State staff working on Chapter 2 administration
but supported by other sources

December 20, 1994

SUMMARY OF COMMENTS ON PROGRAM EFFECTIVENESS
CHAPTER 2, 1993-94

In their annual performance report for the 1993-94 school year, participants were asked to comment on the effectiveness of their Chapter 2 project. They were asked to cite evidence supporting their comments. To date, 330 combined elementary and high school district reports have been received (348 last year). To assess progress, this report compares this year's results with those from last year.

In general, responding districts reported some level of satisfaction with Chapter 2, ranging from a neutral description of their project to claims of academic gains for students. Districts were asked if Chapter 2 funds are being used to address high priority school improvement needs. Most answered "yes," but three said "no" (compared to 17 last year) and six did not answer (compared to 27 last year). In response to the question, "Has Chapter 2 been effective in improving education in your schools?", 324 said yes, one said no and five did not respond. The numbers in the summary listed below reflect the number of times that type of comment was made. Not all districts commented.

- . Students, staff, or parents were pleased, or delighted, gave a positive response or favorable comments, or appreciate the program: FY'93 - 67; FY'94 - 8
- . Improved teacher or student attitude or morale; improved student behavior or self-esteem: FY'93 - 36; FY'94 - 8
- . Students benefitted: FY'93 - 38; FY'94 - 69
- . Made purchases possible: FY'93 - 26; FY'94 - 48
- . Expanded opportunities for teachers: FY'93 - 31; FY'94 - 24
- . Expanded opportunities for students: FY'93 - 34; FY'94 - 44
- . Improved teaching/educational effectiveness, methods: FY'93 - 50; FY'94 - 33
- . Increased student scores or performance: FY'93 - 49; FY'94 - 47
- . Students use the material: FY'93 - 21; FY'94 - 5
- . Enhanced the curriculum: FY'93 - 25; FY'94 - 26
- . Neutral, or merely descriptive: FY'93 - 15; FY'94 - 11
- . Chapter 2 is too restrictive: 1

ANALYSIS: As in years past, most districts were not specific in describing how Chapter 2 programs had improved student achievement or educational quality. Quite a large number stated that Chapter 2 made purchases possible - nearly double the number who stated the same last year. This doesn't necessarily mean that the purchases did not lead to school improvement, but does indicate that a large number still see Chapter 2 as primarily a materials purchase program. The significant decrease in responses vaguely referring to teacher, student and parent satisfaction or morale could be explained in a number of ways. Technical assistance by the SEA in explaining the purpose of Chapter 2 funds may have influenced how districts perceived the benefits.

COMMENTS ON CHAPTER 2 PROGRAM EFFECTIVENESS

"We have experienced few discipline problems this year, largely due to the work of our counselor intern, who has assisted many students in developing better self-images. Much has been done to help resolve school and home conflicts and to reduce serious behaviors.

Students have received an enhanced education because Chapter 2 funds have made it possible for teachers to become more proficient in the use of a variety of technologies with students, and to purchase materials to support student learning. The staff has identified one of our year-end successes as the opportunity for teachers to meet together in grade level teams to develop ways to support curriculum delivery.

Portfolio assessment indicates the materials made by parents, and the parent involvement, have improved writing skills, as well as providing materials for language development activities for Whole Language teaching techniques.

We are struggling to maintain a minimal level of technology education. Without Chapter 2 funds, we could not even meet the minimum standards.

Our school does not qualify for Chapter 1 funds. This program fills the void not covered under Chapter 1. All comments have been positive along with improved academic performance of the students involved."
Missoula Elementary District, Missoula County

"These "at-risk" students have shown on pre and post-testing ... that the information they are receiving is making a positive difference for them. At the end of the unit on self-esteem, for example, in response to the statement, 'I like the direction in which I am growing and changing as a person,' all of the students rated themselves higher on that statement at the end than at the beginning, with the exception of one who rated herself the same."
Bozeman District 7, Gallatin County

SUMMARY OF COMMENTS ON STATE ADMINISTRATION CHAPTER 2, 1993-94

Each year, districts are asked to comment on state administration of Chapter 2. This year, there were practically no specific questions or recommendations. Most who responded to the question thought the state was doing a good job, and appreciate the streamlined and efficient procedures. The following summary indicates the number of times a general category of response was mentioned. The first figure is the previous year's number of responses; the second figure is the number of responses for 1993-94.

- . Good, excellent, superior: 52; 69
- . Chapter 2 staff helpful: 43; 27
- . Procedures efficient; staff easy to work with: 37; 30
- . Fine as it is; keep it the same: 18; 24
- . Appreciate minimum of red tape; feel program is less and less demanding: 16; 14
- . Chapter 2 the best federal program: 12; 4
- . Too much paperwork: 8; 3
- . Federal program too restrictive: 3; 2

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- . Want more federal money: 6; 6
- . Don't understand the instructions: 1; 0
- . Don't want to serve private schools: 3; 2
- . Likes Chapter 2: 21; 14
- . Appreciates monitoring visit: 2; 2
- . Requests annual workshop or technical assistance: 1; 1

New comments this year:

- . Law is being interpreted too narrowly by SEA 1
- . Wants SEA to administer private school programs 1
- . LEA administration costs not worth small amount
of money available for programs 1

COMMENTS ON STATE ADMINISTRATION OF CHAPTER 2 FOR 1993-94

"The program works fine. Leave it alone. Chapter 2 personnel at OPI have, without exception, always been receptive to questions, and have been helpful."
Noxon, Sanders County

"I have had a most pleasant experience in my dealings with the State Chapter 2 staff. Being in my first year, I needed and received assistance in developing and implementing this application. The assistance I received was given in a most professional way."
Harlem, Blaine County

"We feel the program is one of the most efficiently operated and administered programs the federal government offers to schools. The OPI Chapter 2 staff is to be commended - they are always helpful and friendly and knowledgeable when we have questions."
Darby Unified Schools, Ravalli County

